

AKAHATA ATTACKS INTERNATIONAL FACETS

Tokyo, AKAHATA in Japanese, July 14, 1958--T

(Editorial: "For Development of the Student Movement")

(Text) The Kishi government has made its policy more antinational, antipopular, and bellicose, but the whole nation, led by the working class, is striving for peace, independence, democracy, and social progress. The students are taking part in the struggle for peace, democracy, and other causes with a view to developing their movements. The students are particularly active in the peace struggle to prohibit nuclear tests. They have exerted influence on the struggles in Okinawa, and in Sunakawa and other military bases in Japan.

The students stand by the workers' unions in the struggle against the teacher efficiency rating system, the suppression of unions, and for the protection of democratic rights. They are playing an active role in tightening their relations with the workers and farmers, and in forming the united front through cultural and youth activities in urban and rural areas.

In the world today there are such tasks as the immediate and unconditional suspension of nuclear tests, refusal to permit introduction of missile weapons into foreign countries, and the holding of a summit conference, the success of all of which depends upon the force of the peace camp in the world. Under these circumstances, world assemblies will be opened in Stockholm and Tokyo, one on disarmament and international cooperation, and the other on opposing nuclear bombs.

The student movement, led by the National Federation of Student Self-Government Associations (Sengakuren), is expected and requested to make a further contribution to the struggle against nuclear armaments, and for democracy, on behalf of the peace camp. The students must, therefore, settle the faults and problems brought to light in order to advance their movement. This is even more important because our enemies are intensifying their attacks upon the student movement.

The students tend to ignore their subjective conditions when they draft their policies and tactics. They are apt to establish their struggle policy on the basis of their one-sided analysis of the objective situation, and to introduce an extreme leftish struggle formula into their wishful thinking. This is one of the faults which the student movement commits.

The students, in fact, call public attention to the danger of war alone. As a result, they will come to force action and struggle without justification, and to mobilize the masses without reason.

-2-

The student movement will either be stalemated or isolated from the majority of students, if its leaders are careless of the general psychology and balance of power among the students. The most important thing at present is not to encourage a minority of active students to violent actions or to divert students' attention to extracurricular affairs, but to organize as many students as possible together with teachers, into a solid unity, in order to strengthen the basis of their movement. Let the students struggle, not for their fear of the danger of a war and international tensions, but with firm conviction in the advancement and victory of the peace camp.

Some leaders of the student movement have occasionally tried to press their assertions and policies upon other organizations. Without self-criticism of their policies and deeds, and self-righteousness about their own activities, they sometimes have blamed and denounced other peace-loving organizations and their leaders, and even labor union leaders. Their arrogance and lack of self-criticism have invited antagonism against, and distrust in, Sengakuren.

In order to surmount this, they must first of all become modest. They should not believe that they can teach the people how to participate in democratic movements. They should realize that they must learn from these people.

A noteworthy error in the student movement under the guidance of Zengakuren is obvious from the fact that the Zengakuren leaders either underestimated or completely discarded basic demands of common students concerning their daily lives and their struggles for such demands. Zengakuren is the Federation of Students' Self-Governing Associations. A self-governing association of students is an autonomous body. Therefore, Zengakuren is the proper organization to struggle for basic demands of the students.

A majority of students are in point of fact opposed to the reactionary education policies of the government and its retrogressive course, and are struggling for right education and democratic operation of their schools, along with such economic problems as tuition fees, schooling facilities, mess halls, student cooperatives, dormitories, and employment. It is a mistake on the part of the Zengakuren leaders to regard the students as addicted to economization or opportunism. There are many students, in all schools, participating in seminars, cultural circles, newspaper works, and other ideological activities. Their activities are important and must be encouraged further.

-3-

The Zengakuren must, therefore, take up in the student movement the students' daily necessities and ideological problems. The student organization must at the same time be democratic enough to promote students' creative sense and activeness. With all these "musts" in mind, our party must show interest in the student movement; respect students' self-reliance and independent activities; exploit their positiveness, enthusiasm, and intelligence; encourage their confidence and bravery; and guide them with proper assistance.

The deputy groups' conference preceded by the 11th Zengakuren congress was blocked by a group of antiparty provocateurs who had violated the party's principle of democratic centralization. The conference could not discuss the future policy of the student movement. This incident is an intraparty problem and must be settled as such. We should not judge the Zengakuren and all students by this incident. We must not criticize them or abandon the party's leadership either. Our party must make efforts so that this incident will not have any adverse effect upon student movements in the future.

We must, of course, discuss further the decision and policy of the 11th Zengakuren congress. We see controversial points in these. But these points will be settled through the future movement. We can develop the student movement in the right direction with our positive support of student activities in every field of society. Particularly important is the problem that a group of student communists fail to comprehend correctly the nature and task of the struggle for protection of peace and the problem of peaceful coexistence, and that they hold an incorrect ideology and theory on the relationship between the peace struggle and revolution, for they regard the peace struggle as a means for revolution. They do not carry out the peace struggle against the imperialists' war policy, but they lead it to the antiimperialist struggle. By so doing they may very well stray in the wrong direction. This will make the student movement isolated.

Such symptoms are already visible in the movement. We must correct this incorrect theory and the action of a group of student party members within the party. The Zengakuren must also criticize them. We must have nonparty members take part in the leadership of the student movement. It is in this movement that we must establish solidarity and party leadership.

While trying on the one hand to clear these ideological and theoretical errors from Zengakuren, the party must, on the other hand, formulate a fundamental principle for student movements, studying these movements as a whole from a correct point of view. The task assigned to communist students is to promote the activities of students in accordance with the plans of their membership cells, and to struggle in the vanguard of the student movements.

-4-

It is especially important in this connection that they be modest in contacting the masses, learn from the masses, and serve the masses.

Through such contacts with the masses, they must expose the deceptive policies of the Kishi cabinet, the plot of the American and Japanese reactionaries, and the reactionary education policies of the government; they must explain that the government's suppression of the laboring class, the efficiency rating system, and the rupture of Sino-Japanese relations are closely connected with atomic war preparations; they must endeavor to improve thought among the masses, to awaken their class and political consciousness, and to expand and consolidate the party influence and organization.

With keen attention to all problems of students, the party must observe, cooperate with, and lead their struggles for their basic demands, while educating with fraternal comradeship communist students by screening their activities and criticizing correctly their errors and mistakes. The correct theory and thought of communist students and their unity under the party guidance and democratic centralization system are the sources of promoting and developing the students' movement. Most important of all in this connection is to establish the guiding policies of the entire party as soon as possible.

The low wages and the government's suppression of laborers result from the fundamental program prepared by the American-Japanese reactionaries in connection with their war preparations. The struggle for peace is important to laborers in order to protect their interests. Standing in the vanguard of the struggle for peace, the party must establish its leadership among laborers. Without strong leadership of the party based upon the laboring class, we cannot expect advancement of the students' peace movement and further development of the struggle of the entire nation for peace.

All party members will pledge positive support and cooperation to establish the party's leadership and to develop the student movement as a whole. The party expects and wishes sincerely that millions of students will utilize their knowledge and energy in the Japanese nation's struggle for peace, independence, and democracy.